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Pre- and in-service training of junior college administrators and teachers should be planned, directed, staffed, and administered by the junior college movement. Elements essential to such an institutional school are (1) the unique role of the junior college, (2) learning theory and teaching practices, (3) curriculum goals, (4) student affect, (5) administrator role, (6) student culture, (7) practice teaching, (8) programed instruction, (9) educational hardware, (10) instructional objectives, (11) sociometry, and (12) interdisciplinary planning. Certain authorities criticize university teacher training as inappropriate for junior college needs. The suggested institutional school would also: (1) qualify faculty for administrator training, (2) prepare specialists, particularly college vocational education teachers, and (3) provide a spiritual home for career junior college teachers. Problems could be (1) certification and salary modifications necessary to promote growth of the school, (2) type of degree or other recognition for graduates, (3) meeting the needs of the wide range of subjects taught in the junior colleges, (4) achieving articulation with universities and regional accrediting agencies, and (5) finding a sponsor for the school. (RM)

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DO WE NEED A COMMUNITY COLLEGE INSTITUTE?

A Bold Proposal for Educating Tomorrow's Junior College Teachers

By Derek S. Singer

Among the top leaders in the two-year colleges, there exists widespread, growing uneasiness and dissatisfaction over the insufficient, inappropriate kinds of orientation, subject-matter knowledge, and teaching skills which are being transmitted at many colleges and universities where students are now preparing to become teachers in our two-year colleges.

Why wouldn't it be feasible to establish and administer one or more of our own graduate institutions for the preparation of new junior and community college instructors and administrators? The institute would supplement such faculty training programs now offered at perhaps 100 graduate schools in the country. As a pilot effort, it might also orient and offer refresher preparation to existing junior community college faculty and administrators. It would be planned, directed, staffed, and administered *by* the junior college movement —not just for it—and would rest on the basic conviction that our two-year, postsecondary institutions can and should assume a substantial part of the responsibility for preparing future generations of their teachers, deans, and administrators. Pending the establishment of such an alternative, two-year colleges will have to continue accepting for their teachers and staff, orientation and preparation which the colleges and universities have decided they need. Because of its different emphasis, interests, and educational philosophy, this kind of training may be unsuitable for preparing the kind of faculty which the community colleges seek and require to carry out their unique educational mission in America.

JC 680 444

A First-Rate Program

What are the emphases needed in any really first-rate program for preparing tomorrow's junior college teachers? Leaders in the vanguard of the two-year college movement have most frequently stressed an inclusion of the following elements:

1. Comprehending the evolving role of the modern community and junior college
2. Understanding, applying, and effectively integrating modern learning theory and teaching practices
3. Defining and setting goals for curriculum development
4. Imparting basic elements of student guidance and counseling to all new teachers, so they can present their subjects in ways that are relevant and attractive to their students
5. Gaining knowledge and practice in college administration, so as to ease the transition from faculty to administrator; making campus communication easier; and preparing teachers to more productively plan and direct their own groups and associations on campus
6. Preparing to examine in depth the goals, culture, values, and psychology of the student population of today's two-year colleges
7. Providing the opportunity for substantial, relevant, supervised practice teaching at both urban and suburban or rural two-year colleges.
8. Creating an ability and a feel for "translating" and utilizing curriculum in programed instructional format
9. Imparting a knowledge and an ability to make effective use of modern media, simulation, computers, and other "educational hardware" as useful tools for better teaching
10. Preparing teachers to define specific goals when teaching students so as to clearly attain measurable, instructional objectives in every course and lesson which they prepare and present
11. Informing and motivating student teachers on using available resources for defining and perceiving the socioeconomic situations and needs of the community or neighborhood in which a college is located, and carefully relating such knowledge to teaching objectives and counseling procedures

(Continued on page 38)

(Continued from page 36)

12. Providing for multidisciplinary and interdisciplinary graduate "majors" and "minors" cutting across traditional departmental lines, while concurrently preparing teachers to develop a plan of teaching their subject(s) on an interdisciplinary basis, to students of widely differing abilities and interests.

Mixed Feelings

Can the university teacher-training programs, as presently consituted, do the job needed for us in the 1970's and beyond? Some would say "yes": that given goodwill, patience, and growing experience with many graduate schools of education and university disciplinary departments—by dint of chipping away and "communicating better"—the course content, spirit and philosophy of our community colleges can all be imparted effectively. Certainly there is a diverse and growing number of graduate programs and courses designed to train our teachers. Exactly how many is still to be determined, but data now being compiled indicate that between 75 and 100 U.S. colleges and universities now provide an organized program of graduate studies at the masters or post-masters level for new junior and community college teachers. Undoubtedly a wealth of academic talent is available at these institutions for staffing such programs, and new sources of funds and attention are now being focused there on the training of two-year college faculty.

And yet, in the words of Irene Kiernan, director of last year's Bennett College Conference on "The Nature and Demands of Two-Year College Teaching":

> We should *not* count on the four-year colleges and universities to train teachers for two-year colleges, especially when experiences show that the universities tend to do this in isolation from the realities of two-year college needs and circumstances.

If the teachers and administrators meeting at Bennett felt that way about filling their future ranks, so apparently did most of their colleagues interviewed by Roger H. Garrison in his recent study, *Junior College Faculty: Issues and Problems.* While voicing hopes that "better communications might ease the problem," Mr. Garrison reported the feelings of those he interviewed in the following manner:

> Looking for the future, the consideration of junior college teaching as a permanent career by those young people now in college and graduate school is going to depend, in great measure, upon the knowledge and understanding of junior colleges on the part of senior college and university faculty—and particularly graduate faculties. Yet, with some scattered exceptions, such needful understanding is markedly lacking. The "image" of the junior college, in the eyes of most graduate faculty, is that of a second-rate or stop-gap institution—not "really" higher education, catering to the academically marginal student and employing teachers who are not "good enough" to be regular" college or university faculty.

Still another writer in the field, AAJC's director of government relations, John P. Mallan, also has addressed himself to the question in a recent paper on "Some Special Problems of Junior College Faculty." Dr. Mallan, discussing what he called the "lack of graduate school understanding," recently wrote:

> Traditionally, many graduate schools and university faculty members have been unaware of or uninterested in the special problems of junior college faculty development. Many university educators have been frankly skeptical of or hostile to the junior college; some have engaged in efforts to discourage the development of junior colleges in their states. One reason for this skepticism or hostility is the tendency of university faculty and administrators to judge any institution of higher education in terms of traditional university standards or would-be standards. The university emphasis on the traditional academic disciplines, on research, scholarship, and publication, on "reputationalism," on the values associated with the Ph.D. and the Ph.D. process, have influenced attitudes toward junior colleges and toward many less well-known colleges and universities.

Other Functions

While a single community college institute could never supply all, and probably not even a majority of our new teachers for some years, soon after its establishment it could also serve some other functions of practical and immediate consequence to the rapid growth and development of the community and junior colleges. For example, such an institute could:

a. Begin to qualify senior and outstanding younger faculty members for entering college administration, by offering management, administration, finan-

(Continued on page 40)

(Continued from page 38)
cial, human relations, and other training courses tailored to meet their specific career development requirements.

b. Help to alleviate the demand for specialized instructors in our schools now (and for the foreseeable future) in critically short supply, e.g., librarians, engineers, data processors, nurses, and other health-science teachers by offering intensive, nondegree courses to professionals and technicians seeking to become college teachers.

c. Start to provide a much-needed spiritual and intellectual "home" for our teachers, thus increasing their pride and their prestige in forming part of the junior college movement and perhaps also reducing heavy teacher turnover and the unfortunate "way-station syndrome" which affects too many young, two-year college teachers en route to a Ph.D. and appointment to a four-year college.

Once identified as a key seedbed of productive, innovative new instructors, the latest, best-thinking leadership from the two-year colleges would be available to the institute to continuously enrich its own faculty. Such outstanding people would also help the staff provide meaningful in-service, in-depth orientation and refresher training to current teachers, in topics ranging from curriculum development through community college philosophy, teaching and guiding the disadvantaged, fulfilling the growing nonteaching responsibilities of the junior college teachers, etc.

As a meeting place and backdrop for productively synthesizing the diversity of backgrounds, interests, and goals of two-year college teachers, our own institute might well create an unparalleled "synergistic effect." In effect, two and two could well exceed four: a year of concentrated training at the centrally recognized, intellectual, and spiritual "home" of community college thought and studies could come to equate with two years of training elsewhere.

Experimentation, innovation, plus new and unique ways of exploring the ever-broadening horizons of the community college mission would all be encouraged and advanced at "our own graduate school."

Rather than be ruled over by a board of trustees, and guided in its policies and priorities by alumni of a college or university, the governance of the C.C.I. would be set and directly maintained by the two-year colleges themselves, perhaps through a state or regional grouping of community colleges, an innovatively oriented association of two-year schools, or through a junior college academy or learned society. Such an academy, composed of two-year college leaders and long a gleam in the eyes of dedicated, respected men in the community college field, might best guarantee that the institute would develop and implement its policies for the primary benefit of community and junior colleges—both present and future. It would go far toward seeing to it that both the excellence of disciplinary skills and the essential, positive teaching attitudes called for by our schools in their new teachers are effectively secured. Alternatively, other administrative patterns and approaches might also be experimented at the institute, much the same as innovations in governance are being tried today on many of our campuses.

Foreseeable Problems

Regardless of the advantages and benefits which our own teacher-training institute could bring to the movement, the questions, difficulties, and problems which surround such a school are formidable indeed. To name but a few:

a. Many standards and criteria for both certification and salary would require modification to encourage and reward institute alumni. Could this be done?

b. Should and could a degree be granted, or could some other suitable form of academic recognition be given?

c. Can a "core curriculum" be developed suitable to meet the needs of instructors of both junior and community colleges, urban and nonurban settings, and for those teaching general, transfer, academic and adult education subjects?

d. Would universities accept and recognize C.C.I. graduates for advanced (or transfer) work?

e. How would regional accrediting groups react toward two-year colleges employing institute graduates?

f. Could an "angel" be found endowed well enough with both funds and faith in the ability of the two-year colleges to found and direct their own faculty development institution?

Many, many other issues and questions remain to be defined, discussed, debated, and resolved before it could be reasonably asserted that in practical, as well as philosophical terms, a pilot community college institute is in the best interests of our teachers, our colleges, our students, and the general public. Simply posing our special problems of faculty preparation is certainly not enough.

And yet, few satisfying answers can be found, and little constructive debate can be stimulated unless the right questions are first asked. Reflecting as accurately as possible on the mood and the spirit of leaders of the movement interviewed around the country over the past few months, the basic question is "Why not look further into establishing a community college institute?" It is a question whose time appears to have come.

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3 Emphasis—*Program for New Colleges Begins*

5 AAJC Approach ■ *Edmund J. Gleazer, Jr.*

9 Are Our Colleges Really Accessible to the Poor? ■ *Dorothy M. Knoell*

12 Black Power and the Instructional Council ■ *Doris A. Meek*

16 Training the Unemployed ■ *Jack Michie*

18 Escape from the Ghetto at Washtenaw ■ *Robert H. Plummer*

22 The National Shortage of Engineering Technicians ■ *William G. Torpey*

26 A New Leadership Program ■ *Raymond E. Schultz and James L. Wattenbarger*

28 Fringe Benefits in Public Junior Colleges ■ *Clarence W. Roberts*

36 Do We Need a Community College Institute? ■ *Derek S. Singer*

42 Literature in Passing

46 News Backgrounds

60 Credits

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